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INTRODUCTION

One of the most important things when teaching and learning a foreign language is to provide our pupils with meaningful learning so that they feel they can work on it easily since they are dealing with topics that are closer to them. This is a great advantage because they feel motivated and motivation is completely necessary for them to achieve the aims proposed. This unit has been designed for pupils working on the 2nd year of Non-Compulsory Secondary Education at the beginning of the academic year. However, this unit can also be adapted to be worked with pupils from the 1st year of Non-Compulsory Secondary Education.

It deals with language functions such as describing people's physical appearance, likes and dislikes and making comparisons, such language functions have provide the topic of the unit since children have always compared their favourite heroes and heroines and so they will be able, working on the different enabling and communicative activities presented in different levels to attend to mixed-ability classes, to do it using the English language.

Through the unit we will make our students work on cross-curricular topics such as Education for Sex Equality Rights (dealing with heroes and heroines) and Moral Education (respect for human beings with different features and abilities). Another relevant point to remark is that we will work with the History and Geography department and the Language and Literary department since we will make our pupils learn about past time heroes and legends such as "El Cid" and the "King Arthur" so that pupils acquire meaningful learning with different subjects connected.

Finally, the unit ends with a final task in which pupils will create their own hero or heroine and their qualities ascribed and they will expose to their classmates.

I hope as teacher this unit be of great help to work with your students and to have fun while teaching and learning English through the different activities proposed.

MªDolores Martínez Rueda

GENERAL CONSIDERATIONS

Learning English through heroes has been designed for the level appointed below and bearing in mind legal objectives and contents:

Level: 2º ESO

Timing: 9 sessions of 55 minutes each one

Methodological Approach:

This didactic unit is a **Final task approach** as it is oriented to the realization of a final task that will be an evaluation in itself.

As the most important aim of this didactic unit is to develop our students' communicative competence, we will make them receive enough amount of comprehensible input and make them use authentic materials and simulated authentic ones.

Considering Krashen's **task-based approach** we have composed this didactic unit through a set of sessions that have been designed with a succession of different tasks. These tasks are on the one hand **communicative tasks**, in order to develop our students' communicative competence, and, on the other hand, **enabling tasks** that lead our students to the successful achievement of the final task.

Students, during the fulfilment of this didactic unit, will **learn to learn** so that they will play an active role in their own evaluation.

The learning process and the development of the tasks will be based on the creation of **Mixed-ability groups**. Within these groups, the most advanced students will work with the least advanced ones in order to help them. Therefore, least advanced ones will reach a higher level of accuracy and all of them will learn how to cooperate with each other and how to interact with each other using the 2L.

Finally, as we will see, activities, when needed, will be **graded** to attend to diversity or to mixed-ability groups and we will represent activities devoted to Strong learners with letter **A**, to Average students with letter **B** and finally to Slow learners with **C** (A and C working sheets will appear in Annexe V)

Final Task:

The teacher will divide the class into five groups taking into account the knowledge and abilities of each pupil, so that each group will be made of different pupils with distinct skills.

The mission of each group will be the creation of an ideal hero (previous working: every member of the group would have his/her own job)

The final task would consist of the exposition of each hero, with its main characteristics providing the rest of the class a sheet with the name, the shade of the hero and some activities and questions. After the description of the hero, the rest of the pupils must present a picture of the spoken hero pointing out the main features of it.

Finally, it will be decided among the pictures of the heroes the ideal ones of each group and they will be hung up in the class.

Objectives

<i>Didactic unit objectives</i>	<i>General stage aims</i>
To acquire productive and receptive communicative skills so as to be able to exchange information about people appearance, features, likes & dislikes, etc	1, 2
To reflect on the operation of the language in order to be able to develop different activities related to everyday life: describing people, giving personal information	6, 8
To appreciate the importance of the foreign language as a communication mean to know about other people's lives, customs, etc	10, 11
To use didactic strategies of learning and resources (dictionaries) in order to look for information and solve situations of learning in an independent form	6, 7
To be able to communicate orally and in written form in different communicative contexts (dialogues, descriptions, etc) through the development of specific tasks	3

Contents**A) Communicative Skills**

- Reading texts about heroes and identifying general and specific information
- Inferring the meaning of unknown words related to description of people's appearance through context
- Producing written and spoken everyday-day life messages (description of people, personal information, comparison...)
- Reading words with the right stress and intonation
- Knowing how to transfer information from one mean to another one (be it listened to written or vice versa)
- Producing complete written and spoken text describing information provided to them in a schematic way about different situations from everyday life.

B) Reflection on language**1** *Language and Grammar Functions*

- Describing people (physical appearance)
- Verbal forms: Have got, can
- Expressing likes and dislikes
- Adjectives in comparative grade

2 *Vocabulary*

- Related with the topic: people's description (strong, brave...)
- Adjectives comparatives

3 Phonetics

- Pronunciation of special difficult phonemes: /a:/ /æ/ & /b/ /v/
- Pronunciation of words with the right stress and intonation

C) Sociocultural aspects

- The correct use of register according to the communicative context
- The value of the foreign language importance to communicate with other people
- The development of intercultural abilities in language use

Cross-curricular themes

In **Session 1** we find different cross-curricular themes, as it is presented different heroes from different countries, and so customs, physical features, etc (Pocahontas, Aladdin, Megan, John Smith). Thus we try to give our students different knowledge:

Education for Equality

Recognition of Pluralism

Education for Peace, as human beings they all have human rights

Education for Sex Equal Rights, with rejection to any kind of discrimination, as there can be heroes as well as heroines.

In **Session 4** students are introduced the session with a heroine (Catwoman) so students are given Moral Education and Education for Sex Equality Rights

In **Session 5** we introduce our students different “heroes” with different features and we try to give our students Moral Education, respect for human beings (with different features and abilities)

Interdisciplinarity

In **Session 7** we will connect with the *History and Geography Department* and the Language and Literary department so that students know about similar heroes from past time as for example “El Cid”

In **Session 8** there will be interdisciplinary link with the *Technology Department*, as students will need colour pens and cardboards for the realization of the final task

Evaluation criteria

A) Communicative skills

Students will:

- identify the global and specific information in oral texts about familiar topics (heroes, famous people, etc) and in original, simple written texts with a limited extension (descriptive), being able to predict the meaning of some elements from the context
- take part in brief oral exchanges, related to well-known situations (identification of different people) to use a simple language
- read individually texts or listen to them, showing their understanding by means of specific tasks
- develop orally or in written form simple messages on daily topics (describing different people, personal information, etc) using the connectors and the appropriate lexicon to make them comprehensible for the listener or reader.

B) Reflection on language

Students will:

- put into practice the knowledge of the formal aspects of the code of the foreign language (morphology, syntax and phonology), not only through contextualized activities on specific points but also for their correct use in oral and written output tasks
- induce the rules of the foreign language functioning from the observation of regularities and to apply induction and deduction processes in an alternative way
- establish relationships among language functions, grammatical concepts and linguistic exponents
- use basic linguistics terms to refer to grammatical elements, in the usage processes as well as in the reflection on them

C) Socio-cultural Aspects

Students will:

- recognize socio-cultural elements that are presented, in an explicit or implicit way, in the texts worked by the students
- use appropriate register and styles to the communication situation, the speaker and the communication aim
- use the knowledge of the socio-cultural aspects that the foreign language transmits in contrast with the student's ones

Evaluation procedure

Evaluation will be part of the learning process in itself

Initial evaluation: Students will be initially evaluated through an initial assessment test (Annexe I) in order to analyse former knowledge that students will have to use for the realization of this didactic unit. (Spiral approach)

Formative evaluation: Students will continuously be evaluated. It is directed at making the student aware of the things he can do and of the things he does not know yet. Students will be given a self-evaluation sheet (Annexe II) that they will have to fulfil at the end of each session as a diary that enables them to reflect on the language

Final evaluation: Final task will be a final evaluation in itself, and those students who will not pass the final task evaluation, will be given a final-assessment test (Annexe IV). At the end of the unit students will be provided with a final-evaluation sheet (Annexe III), so that they can evaluate themselves

	COMMUNICATIVE SKILLS	LANGUAGE REFLECTION	SOCIOCULTURAL ASPECTS
CONCEPTS	<ul style="list-style-type: none"> -Reading texts about heroes and identifying general and specific information -Inferring the meaning of unknown words related to description of people's appearance through context -Producing written and spoken everyday-day life messages (description of people, personal information, comparison...) -Reading words with the right stress and intonation -Knowing how to transfer information from one mean to another one (be it listened to written or vice versa) -Producing complete written and spoken text describing information provided to them in a schematic way about different situations from everyday life. 	<p><i>Language and Grammar Functions:</i></p> <ul style="list-style-type: none"> -Describing people (physical appearance) -Verbal forms: Have got, can -Expressing likes and dislikes -Adjectives in comparative grade <p>-Related with the topic: people's description (strong, brave...)</p> <p>-Adjectives comparatives</p> <p>-Pronunciation of special difficult phonemes: /a:/ /æ/ & /b/ /v/</p> <p>-Pronunciation of words with the right stress and intonation</p>	<ul style="list-style-type: none"> -The correct use of register according to the communicative context -The value of the foreign language importance to communicate with other people -The development of intercultural abilities in language use <p><i>Vocabulary</i></p> <p><i>Phonetics</i></p>
PROCEDURES	<ul style="list-style-type: none"> -To read texts about heroes and to identify general and specific information about them -To recognise different adjectives and to group them according to their meaning -To fill in gaps with the correct information, got orally or in written form, in short texts about people's description -To practise orally sentences and to sing a song to distinguish different sounds and intonation -To fill in a chart about heroes personal information and abilities comparing them. -To interact with other people to look for specific information -To produce orally and in written form short descriptions about people appearance, abilities and likes. 	<p><i>Language and Grammar Functions:</i></p> <ul style="list-style-type: none"> -To induce grammatical rules by observing examples -To apply rules to real communicative situations -To reflect on their own style of learning <p>-To use reference aids (dictionaries)</p> <p>-To remember vocabulary and to extend it with new words</p> <p><i>Phonetics:</i></p> <ul style="list-style-type: none"> -To identify pronunciation models -To imitate pronunciation and intonation models 	<ul style="list-style-type: none"> -To exchange communicatively information about the main theme -To understand oral and written texts about different communicative situations describing people -To participate in activities asking and giving personal information <p><i>Vocabulary</i></p>

ATTITUDES	<ul style="list-style-type: none"> -To value English language as a communication mean among people -To show interest in producing oral and written texts in English -To have positive attitudes towards language learning -To cooperate with other students -To attend to oral and written messages -To show motivation in language learning -To not to be afraid to make mistakes 	<p><i>Language and Grammar</i></p> <p><i>Functions:</i></p> <ul style="list-style-type: none"> -To be conscience of the importance of the correct use of grammatical rules <ul style="list-style-type: none"> -To show interest in learning and using new words -To values positively the need of acquiring new vocabulary to extend the knowledge <p><i>Phonetics:</i></p> <ul style="list-style-type: none"> -To make an effort to obtain a good pronunciation -To show interest in imitating pronunciation models in order to improve their own pronunciation 	<ul style="list-style-type: none"> -To show interest in learning about different cultural aspects -To cooperate with other -To show interest in knowing about other young people -To experiences in different sociocultural context <ul style="list-style-type: none"> -To appreciate the fact that young people from different places understand each other speaking the English language
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Teacher's notes SESSION 1

WARM UP (Cross-curricular themes: Education for Equality, Recognition of Pluralism, Education for Peace, Education for Sex Equal Rights)

Aim: The main aim of this first activity is to introduce the unit to students in such attractive way so that their attention is drawn.

Time: 5'

Skills: Listening, Speaking, reading and writing

Functions&Grammar: Present Simple

Procedure: The teacher will introduce the main topic of the final task: with a magazine showing different heroes and heroines from films, comics, etc the teacher will ask students "What have they got in common?" The intention is students conclude on the hidden word (Heroes) presented in a transparency, the teacher will expose to view once they have guessed it. After that students will be explained the final task they are going to fulfil at the end of the unit of work.

Questions: Do you know them all? Who are they? What have they in common?

READING

Aim: To improve student's reading-comprehension skills through different activities related to the text.

Time: 20'

Skills: Listening, reading, speaking & writing

Functions&Grammar: Present simple, have got

Procedure: Pupils will first hear a dialogue. Then the teacher will provide the dialogue as a reading and will ask students about the meaning of "What does he/she look like?" After that students will read the dialogue and work with him through different activities of skimming, scanning and comprehension of the main text

WORD POWER

Aim: To make pupils remember the vocabulary about adjectives and extend it with new words they will need for the fulfilment of the final task.

Time: 4'

Skills: Reading, speaking, listening & writing

Functions&Grammar: Vocabulary

Procedure: For the realization of this activity they will use dictionary for words they do not understand. Working in pairs, first of all they will be asked to underline the words they know and to put them in the correct column. Then they will try to guess the meaning of the unknown words and finally they will look for them in the dictionary to ensure the correct meaning.

Once they have finished the activity, pupils will be ask to point out four features about the other two heroes of the last activity.

BUILD UP

1. **Activity**

Aim: To practise grammar rule so that students improve their grammar competence in order to complete the final task successfully

Time: 4'

Skills: Reading & writing

Functions&Grammar: To have got & to be (describing appearance)

Procedure: This **first activity** on grammar is focus on the understanding of the grammar rule. **A** learners have to change negative sentences into affirmative ones and the other way round, **B** learners will do the activity as it has been presented and lastly, **C** learners will be provided two examples, an affirmative and a negative one.

2. **Pair work**

Aim: To practise communicative skills through a grammar activity

Time: 4'


Skills: Reading & speaking

Functions&Grammar: To have got (describing appearance)

Procedure: The **second activity** will be done in pairs. Teacher will provide each student a worksheet with sentences they have to change from affirmative to negative or the other way round. Student 1 will have, for example, an affirmative sentence he will change orally into negative. At the end of the activity students will develop a short comprehension exercise on the main Reading (What does your hero look like?). They will have to decide which of the sentences they have built are True, False or they Don't Know in relation to the Reading. **A** learners will be asked to invent two or three sentences that his/her partner will have to change and the other way round. **C** learners will be given more clues for doing the activity, for instance the first example done.

Self-evaluation

Time: 3'



HEROES

SESSION 1

READING

Have a look at the text: What is the meaning of "What does he/she look like?"

1. Read the following dialogue.

WHAT DOES YOUR HERO LOOK LIKE?

William

Jane

Who is your favourite hero, Jane?

My favourite hero is John Smith. Do you know him?

No, I don't. What does he look like?

He is young. He has got short blond hair. He has got big blue eyes. He is tall and slim. And he is strong and good-looking. And... who is your hero?

Well, my hero is... a heroine, and you know who she is.

She is pretty, very pretty. She has got long black hair. She has got big brown eyes. She is tall and thin and she is very brave.

Really? And what does she look like?

No you aren't.

I have got long black hair and I am tall and thin. Am I your heroine?

No, she hasn't. She hasn't got a big animal. She has got a small bird!

Has she got a big horse?

Of course, she has.

Has she got a boyfriend?

His name is JOHN SMITH! Ja, ja, ja!

What is his name?

Oh! You are joking. Ja, ja, ja

a) Do you know the name of William's heroine? Write it.

b) Put into a square ☐ William and Jane's heroes

JOHN SMITH

ALADDIN

POCAHONTAS

JASMINE

c) Find out in the text what Jane and William say about:

Hero's hair

Hero's eyes

Heroine's hair

Heroine's eyes

d) **Comprehensive reading**

True or false?

1. John Smith is William's favourite hero
2. Jane is tall and thin
3. John Smith is Jane's boyfriend
4. John Smith and Pocahontas are young

WORDPOWER

Add these words to the list below. Use your dictionary if necessary. Some words may fit into more than one column.

pretty handsome tall fat dark short blue good-looking
plain Medium-height thin blond long brown ugly slim
bald gentle green grey brave kind friendly big small

General appearance	Body	Hair	Eyes	Personality
Good-looking	Tall	Long	Big	Gentle

BUILD UP

1. Look at the dialogue and then complete the rule

*I have got long black hair**He has got big blue eyes*

I You We They	have _____	_____	_____ black _____ hair _____ r
He She It	_____	got	short _____ _____ eyes _____

ACTIVITIES:

1. Complete these sentences.

1. I have got his latest CD
2. He _____ dark hair and blue eyes
3. She _____ (not) _____ my telephone number
4. They _____ (not) _____ any tickets for the concert
5. We _____ a big horse and a small bird
6. He _____ (not) _____ two brothers and a sister

2. Pairwork

Follow your teacher instructions

STUDENT 1

- 1.They've got a favourite hero
- 2.John Smith hasn't got blue eyes
- 3.He has got strong arms
- 4.Pocahontas has got short hair
- 5.She hasn't got a big horse
- 6.Haven't you got a favourite hero?

STUDENT 2

- 1.We haven't got a favourite hero
- 2.Pocahontas has got a small bird
- 3.She hasn't got brown eyes
- 4.John Smith hasn't got a girlfriend
- 5.He has got long hair
- 6.Have you got a boyfriend or a girlfriend?

Teacher's notes

SESSION 2

WARM UP

Aim: To connect the session to the last one through an attractive activity which involves remembering the grammar seen just before.

Time: 5'

Skills: Listening & speaking

Functions&Grammar: To have got & to be

Procedure: This section will begin with a picture from a magazine of the famous Tarzan. Teacher will ask students about his appearance, giving them some clues, so that they use have got

Questions: *Is he tall? Is he blond? He has got ...brown eyes?...blue eyes?*

THE SECRET FAMOUS PERSON

Aim: To practise the correct forms of the verbs to *have got* and *to be*

Time: 9'

Skills: Reading, writing, listening & reading

Functions&Grammar: To have got & to be

Procedure: Students will fulfil an activity filling in the blanks or choosing the correct answer in order to get the information they need to guess who the famous person is.

When they have completed the activity they will listen to the secret famous talking about himself.

BUILD UP

Aim: To practise grammar rule so that students improve their grammar competence in order to complete the final task successfully

Time: 9'

Skills: Reading & writing

Functions&Grammar: Interrogative have got

Procedure: These activities on grammar are focus on the understanding of the grammar rule. For the achievement of this activity, showing consideration for mixed ability groups, **A** learners will be added three sentences teacher will correct personally, **B** learners will do the activity as it has been presented and lastly, **C** learners will be provided the beginning of the answer

SONG

Aim: To practise /b/ and /v/ sounds

Time: 5'

Skills: Reading, listening & speaking

Functions&Grammar: /b/ & /v/

Procedure: Students will listen to the pronunciation of different words dealing with /b/ & /v/ and after repeating these words they will sing the BVrap

SPEAKING

Aim: To improve communicative skills through a guessing game practising questions and answers related to people personal qualities.

Time: 14'**Skills:** Reading, speaking & listening**Functions&Grammar:** To have got & to be

Procedure: Teacher will mention activity 1(*The secret famous person*) for the realization of this exercise. This famous people will be presented in a transparency. Pupils will have to work in pairs. Student 1 will have a worksheet with the name and some features of one of these famous people. Student 2 will have to make questions in order to guess who is the mysterious famous. Teacher must explain students that in the worksheets they will find a number of things they must ask about. Teacher must underline that students must ask everything though they guess early the mysterious famous. As long as they know the name of the missing famous they will write it in a sheet and when all questions have been asked they will name the mysterious person. After that teacher will give Student 1 questions' worksheet and Student 2 mysterious famous' worksheet. Teacher will control students while they are working in order to note main errors that will be explained at the end of the activity.

Teacher will point out students that at the end of the activity two or three couples will make the dialogue in front the blackboard.

Finally students will be asked to make a short **writing** about one of the famous people.

A learners will have the chance to add some extra information they want to and **C** learners could use the activity cards in order to write the composition.

Self-evaluation**Time:** 3'



SESSION 2

1.THE SECRET FAMOUS PERSON

1.Complete the paragraph. Use have got or the correct form of the verb to be.
I am a young man. I _____ short and dark hair.
I _____ tall. I _____ brown eyes. I _____ Spanish. I _____ a brother and a sister. My mum and dad _____ famous. My dad is a famous singer. I _____ a singer, too. My name starts with the letter E.

2.Who is this mystery person?



Now listen to him ♪

BUILD UP

1.Look at the sentence to complete this chart.

Has she got a big horse? No, she hasn't
Have you got...? Yes, I



Have	I you _____ they		
_____	he _____ it	_____	a _____ horse?

Yes,	I _____	_____
	we they	_____
	he she it	_____
	_____	_____
No,	you we they	_____n't
	he she _____	_____

ACTIVITIES

1. Make complete questions and answers with *have got*

1. they / video? - yes <i>Have they got a video? – Yes, they have</i>
2. you / dark hair? - no _____
3. he / a passport? - yes _____
4. they / computers in their house? - no _____
5. you / any brothers or sisters? - yes _____
6. she / CD player? - yes _____

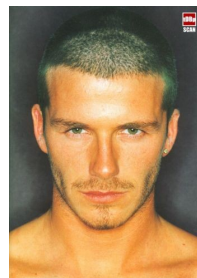
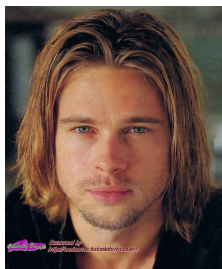
2. Answer the following questions about yourself using short answers

1. Have you got a dog?
2. Have you got red hair?
3. Has your mother got brown eyes?
4. Has your father got a car?



a) Who is the mysterious famous? Follow teacher's instructions

SPEAKING Transparency



Speaking cards

A

Worksheet Student 1

Use yes/no answers



Pitt

Tall
Thin
Famous wife
Handsome
Gentle

Actor
American
35 years old

St 2 Has he or she got long dark hair?
St 1 Yes, he has / No, he hasn't

Worksheet Student 2

Use yes/no answers



1. Hair?
2. Eyes?
3. Body?
4. Personality?
5. General appearance?
6. Famous family?

Use wh-questions

7. Nationality?
8. Age?
9. Profession?

St 2 Has he or she got long dark hair?
St 1 Yes, he has / No, he hasn't

B

Worksheet Student 1

Use yes/no answers
Milene Domingues



Medium-height
Slim
Famous husband
Pretty
Brave

Football player
Brazilian
25 years old

St 2 Has he or she got long dark hair?
St 1 Yes, he has / No, he hasn't

Worksheet Student 2

Use yes/no answers



1. Short/long...hair?
2. Blue/brown...eyes?
3. Slim/fat...?
4. Brave/kind...?
5. Pretty/ugly...?
6. Famous father/wife...?

Use wh-questions

7. Nationality: Spanish..?
8. Age?
9. Profession?


St 2 Has he or she got long dark hair?
St 1 Yes, he has / No, he hasn't

C

Worksheet Student 1

Use yes/no answers	 David Beckham
Tall	
Thin	
Famous wife	
Good-looking	
Friendly	
Football player	
English	
27 years old	

Worksheet Student 2

Use yes/no answers	
1.Has he or she got short/long...hair?	
2.Has he/she got blue/brown...eyes?	
3.Is he or she slim/fat...?	
4.Is...brave/kind...?	
5.... pretty/ugly...?	
6.Has he got a famous father/wife...?	
Use wh-questions	
7.What is his or her nationality..?	
8.How old...?	
9.What does...?	
St 2 Has he or she got long dark hair?	
St 1 Yes, he has / No, he hasn't	

(DNI:45585396V)

♪ **Song** ♪

1. Listen and repeat.

/b/	B rother	B ook	B ag
/v/	V ery	H ave	L ive

2. Listen and practise the **BV rap**

♪ ♪
My big brother is a very bad boy

Very bad, very bad, ♪

very, very, very bad ♪

He's got my black book in his bag

My big brother is very, very bad ♪ ♪

WRITING



Write a short composition about one of the famous people from speaking

Teacher's notes SESSION 3

WARM UP

Aim: To check points from previous session through an interesting and fascinating activity about Superman.

Time: 5'

Skills: Listening & speaking

Functions&Grammar: To have got, to be & questions with long answer

Procedure: Teacher will take into account diversity at the time of asking students. The activity will be performed with a picture of Superman (taken from the net or a magazine). The questions are arranged so that students choose three of the six adjectives. Teacher will ask about the meaning of the adjectives and he/she will also show that there are positive adjectives and negative ones, but only as a comment.

Questions for warm up

a) Who is he?

b) What does he look like?

LISTENING

Pre-listening

Aim: To help students distinguish different listened words so that they understand them in the listening.

Time: 5'

Skills: Listening, reading & speaking

Functions&Grammar: Vocabulary & pronunciation of words with right stress

Procedure: As soon as words are underlined students will pronounce words together with the teacher.

Listening

Aim: To make students able to understand a conversation and its implications with the fulfilment of different activities which imply understanding main or specific information.

Time: 19'

Skills: Listening, reading, writing & reading

Functions&Grammar: Adjectives describing people & can

Procedure: They will have a look at the activities they will complete about the listening. The listening will be heard three times. Students will be explained that the first time they hear the listening they must do nothing but hearing to it. The second time they must complete the activities. And finally, the last time they must confirm what they have written. If they have problems for the realization of this activity, the listening will be played once again. Teacher will attend to diversity by asking **A** learners more difficult sentences and **C** learners less difficult ones. **A** learners have to correct the false sentences from the exercise **b)** so teacher will correct them personally

(DNI:45585396V)



Tape script

S=Student

M=Supermegaman

What is so great about Supermegaman?

S: Supermegaman, you are a superhero...

M: Yes

S: And people say that you can do anything. So..., tell us. What can you do?

M: Well, I can do a lot of things. For example: I can lift a heavy lorry, I can stop a train, I...

S: Really? Can you stop a train?

M: Yes, I can do it with my hands because I'm very strong

S: So, you are strong and brave but...what else can you do?

M: Oh, I can run at the speed of the light

S: Wow! That is incredible! You are very fast!

M: Yes, I am. And I can stay awake all day to help people in danger.

S: Oh! Can you sleep?

M: No, I can't, but I don't mind because I don't need it

S: What can't you do?

M: Well, I can't play the piano, I can't sing.

S: But you can learn doing these things!

M: That is true, I can learn it

S: We can help you

Supermegaman, there is a question a lot of students want to ask you

Ok, let's hear the question

Can you do the homework for me?

Ja,ja,ja, of course I CAN'T!

S: (Addressing to the students) So...

What's so great about Supermegaman?

What can he do for me?

What's so great about Supermegaman?

The things he can do – we don't need?

BUILD UP

Aim: To make students remember the verb form *Can*, which will be necessary for the completion of the final task.

Time: 5'

Skills: Reading & writing

Functions&Grammar: Can/can't

Procedure: **A** learners will be asked to write three new sentences that teacher will correct them personally. **C** learners will be given more clues if necessary.

GRAMMAR REFLECTION

1.

Aim: To practise the forms of the verb *Can* with an interesting vocabulary

Time: 9'

Skills: Reading, writing, speaking & listening

Functions&Grammar: Vocabulary related to verbs & Can

Procedure: Students will be given this vocabulary with pictures in order to make easy the acquisition of it. Students will be asked to have a look at the vocabulary to ensure they understand everything.

2.Pairwork

Aim: To practise communicatively *Can* in pairs

Time: 9'

Skills: Reading, speaking, listening & writing

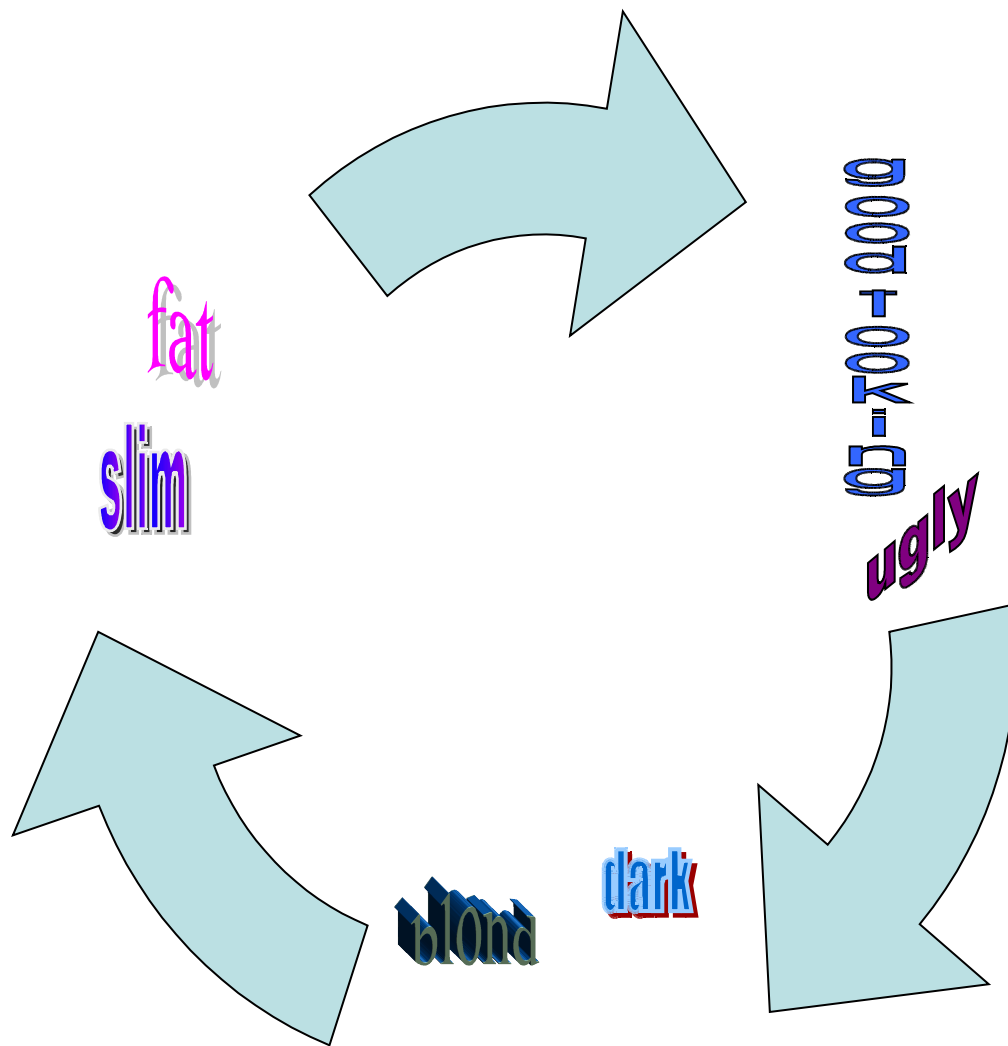
Functions&Grammar: Can/can't

Procedure: Teacher will control students while they are working in order to note main errors that will be explained at the end of the activity.

Teacher will point out students that at the end of the activity two or three couples will make the activity in front the blackboard.

Self-evaluation

Time: 3'



SESSION 3



LISTENING

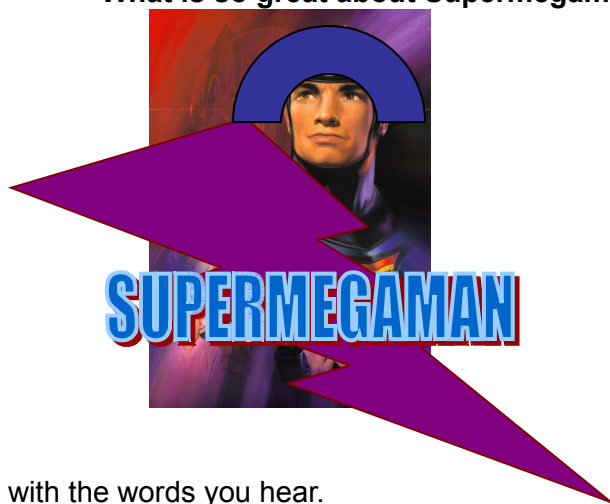
1. Look at these words.

a) Underline the words that you listen.

Great	Need	Homework	Lift
Can	can't	Sleep	Stay
Play	Piano	Strong	Run
Hands	Stop	Hello	Bye

b) A student from your school is interviewing the superhero SUPERMEGAMAN, Superman's best friend. Listen to the interview.

What is so great about Supermegaman?



2. a) Fill in the blanks with the words you hear.

1. I can lift a _____ lorry
2. I can do it with my _____ because I'm very _____
3. And I can stay _____ all day to _____ people in danger
4. What's so _____ about Megaman?
5. The things he _____ we don't _____

b) True or false?

	TRUE	FALSE
Supermegaman isn't a superhero		
He is strong and brave		
He can't run at the light of the speed		
He is very slow		
He can stop a train with his feet		
Supermegaman can't play the piano		
He can't sing		
He can do the homework for me		

(DNI:45585396V)

Group work

c) Listen again and put the following sentences in order

- ☐ Oh! Can you sleep?
- ☐ Oh, I can run at the speed of the light
- ☐ What can't you do?
- ☐ Yes, I am. And I can stay awake all day to help people in danger
- ☐ But you can learn doing these things!
- ☐ No, I can't, but I don't mind because I don't need it
- ☐ So, you are strong and brave but...what else can you do?
- ☐ Wow! That is incredible! You are very fast!
- ☐ Well, I can't play the piano, I can't sing.

BUILD UP

1.Put these words in the table.

Hear can see you can't he



I		
She		dance
It	_____	_____
We	_____	_____
They		

ACTIVITIES

1.Have a look at this vocabulary:



climb a mountain



drive a car



play the guitar



play the piano



sky



swim



play basketball



paint a wall



dance



listen to music



read a book



repair a car

a. What can you do? Write as in the example.

*I **can't** climb a mountain.*

*I **can** drive a car*

1	7
2	8
3	9
4	10
5	11
6	12

Pair work



2. Two people see this advertisement and list what they can do.

a) Work in pairs. What can or can't they do?

THE GOOD TRAVEL COMPANY



Do you like travelling?

You can :

- use a computer
- write letters
- answer the telephone
- drive a car
- speak English

Write us today at: THE GOOD TRAVEL COMPANY
43, Canal Street, London, E12,
England

	Kate	Richard
Use a computer	✓	
Write letters	✓	✓
Answer the telephone	✓	✓
Drive a car		✓
Speak English	✓	

Example:

Student 1: *Kate **can** use a computer*

Student 2: *Richard **can't** use a computer*

Teacher's notes **SESSION 4**

WARM UP (Cross-curricular themes: Moral Education & Education for Sex Equality Rights)

Aim: To check points from previous session with a motivating activity with a new heroine

Time: 9'

Skills: Speaking & listening

Functions&Grammar: Verbs as vocabulary & Can

Procedure: Through this warm up teacher will present a heroine (through the Net, a comic or a magazine), and will ask students think as much things as Catwoman can do in order to discover what is hidden. Then the teacher will reveal the things Catwoman can and can't do. After that, students will have to draw a happy face, in the chart about the heroine, in the things they remember Catwoman can do.

LISTENING

Aim: To distinguish and practise small vowel and long "a"

Time: 5'

Skills: Reading, listening & speaking

Functions&Grammar: Pronunciation with right stress and intonation

Procedure: They will listen to these phonetic sounds and then teacher and student will practice the sounds

BUILD UP

Aim: To complete a chart about the question form of the verb *Can*

Time: 5'

Skills: Reading & writing

Functions&Grammar: Question form of Can

Procedure: A students will be asked, once they have completed the table, to invent four questions with their short answers, which teacher will correct them personally. C students will be given more information for the execution of the activity.

GRAMMAR REFLECTION

Pair work

Aim: To practise question form of *Can* and to make students work with the vocabulary learned in the last session

Time: 9'

Skills: Speaking & listening

Functions&Grammar: Verbs vocabulary with Can

Procedure: Teacher will point out students that at the end of the activity two or three couples will make two or three questions/answers loudly.

Teacher will control students while they are working in order to note main errors that will be explained at the end of the activity. Pairs will be established according to students' abilities.

SUPERMAN

1. Vocabulary

Aim: To encourage students ability to remember and increase their vocabulary.

Time: 3'

Skills: Listening, speaking & writing

Functions&Grammar: Vocabulary

Procedure: Through this sort of brainstorming teacher will get students think about the famous hero Superman and his famous powers. Students will acquire the vocabulary to get the reading successfully.

2. Reading

Aim: To read a text about superman to check information students exposed previously about the hero.

Time: 5

Skills: Reading, listening, speaking

Functions&Grammar: People's description

Procedure: To read the text carefully underlying the information which corresponds to what was pointed out before. Teacher will attend to diversity when asking students about the text.

3. Do you remember?

Aim: To make students remember *because* for the completion of the following activity

Time: 2'

Skills: Reading, writing, speaking & listening

Functions&Grammar: Because

Procedure: Teacher will use this brief linguistic reflection so that students remember "because" and to analyse the meanings of *but* and *or* and their use.

4. Pair work

Aim: To practise orally questions and answers with *Can*, which also imply understanding of what has been read previously and what has been asked.

Time: 10'

Skills: Reading, speaking, listening & writing

Functions&Grammar: Questions with *can* & answers with *because*

Procedure: Pairs would be arranged attending to mixed ability groups **A** learners will begin the activity so that **B** and **C** learners develop self self-confidence for the successful fulfilment of the activity. Teacher will point out students that at the end of the activity two or three couples will make two or three questions/answers loudly. Teacher will control students while they are working in order to note main errors that will be explained at the end of the activity.

After that students will have to write a short composition about Superman with the information got from previous activities.

COMPARISON

Aim: To introduce comparative forms through an attractive activity

Time: 9'

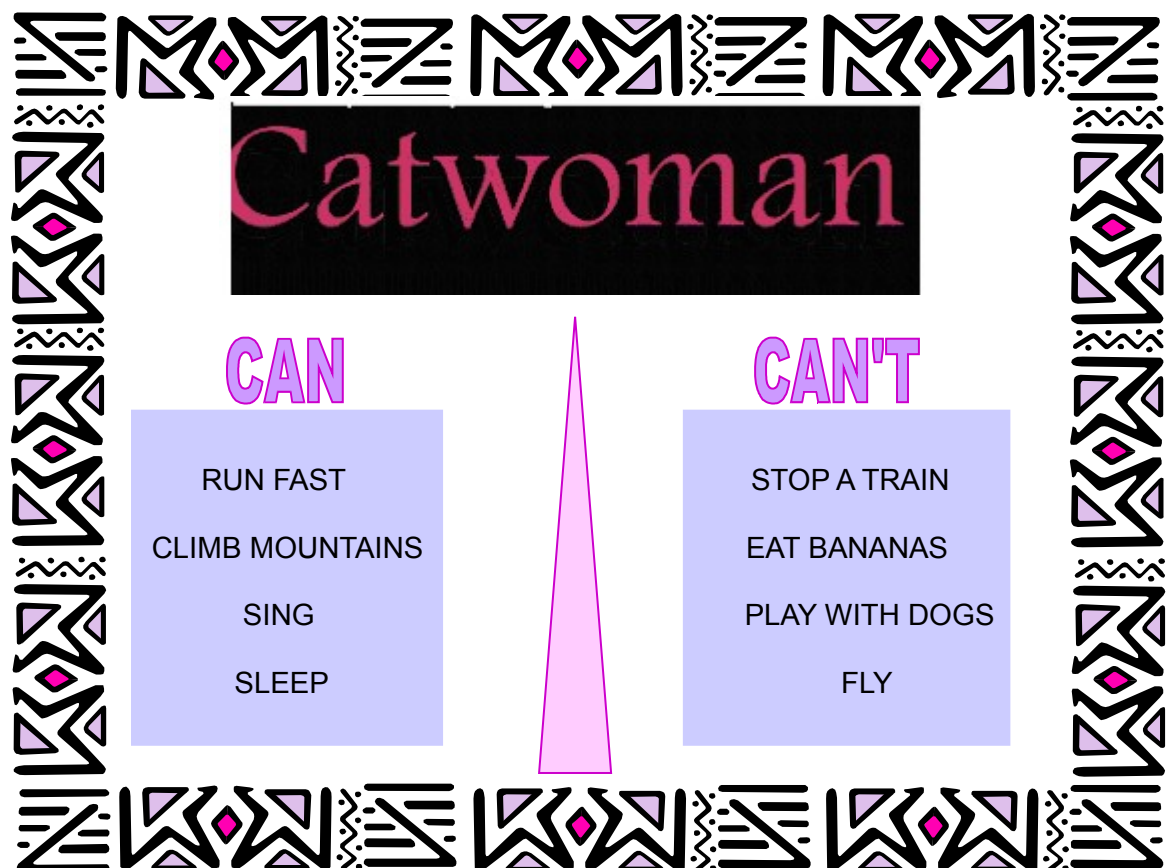
Skills: Reading, listening, speaking & writing

Functions&Grammar: Introduction to comparison

Procedure: Students will be asked to look at pictures and teacher will ask about the meaning of images. Teacher will attend to mixed ability groups when asking students. Finally, students will complete a short activity to prove the understanding of seen just before.

Self-evaluation

Time: 3'



SESSION 4

A/B



PAIRWORK

1. Do you remember what Catwoman can and can't do? Work in pairs and draw a happy face in the things she can, can't or we don't know if she can do.

	CAN	CAN'T	DON'T KNOW
Sing	☺		
Play the piano			
Sleep			
Stay awake all day			
Climb a mountain			
Play the guitar			
Run fast			
Stop a train			
Do the homework for me			



3. LISTENING

Now take a look at this.

Can he dance? /kæn/
Yes, he can. /kæn/

Can she run? /kæn/
Yes, she can. /kæn/

Can he sky? /kæn/
No, he can't. /ka:nt/

Can she fly? /kæn/
No, she can't. /ka:nt/



 Listen and practise these sentences

BUILD UP

1. Look at these sentences:

Can do the homework for me? Yes, he can

Can't you? No, I can't

2. Now use these words to complete the chart.

dance see hear



Yes,	_____	_____

No,	_____	_____

ACTIVITIES

Pair work



4. Considering vocabulary from the last activity of the previous session, find out what your partner's mother can do and can't do. Write a \checkmark (=can) or X (=can't) in the table.

Example.

A: *Can your mother climb a mountain?*

B: *No, she can't*

A: *Can she drive a car?*

B: *Yes, she can*

	Partner's mother
Climb a mountain	X
Drive a car	\checkmark

SUPERMAN

1. Vocabulary.

Superman has special powers. What can he do?

-Think of as many things as you can.

Here you have some clues through pictures.





2. Now read about Superman and check your answers

Superman is the son of Jor-El and Lara Lorvan of the planet Krypton.


When Krypton explodes, Superman arrives on Earth. He is extremely strong and he has amazing powers. He can fly, and he can move very fast. He can do

do everything very fast. He has got X-ray vision, but he can't see through lead. He has got a very good memory and he can understand all languages.

But he can't do all these things with the presence of kryptonite!

Do you remember?

3. Underline the correct word:

We communicate reason with...  or

but

because

Pair work



4. Ask and answer questions about Superman. Give reasons for your answers.

Example:

Student 1: *Can he understand Italian?*

Student 2: *Yes, he can, because he can understand all languages*

Student 2: *Can he do difficult maths problems in his head?*

Student 1: *Yes, he can because he has got a very good memory.*

1. read very fast?
2. see through walls?
3. travel with planes?
4. see through lead walls?
5. run very fast?
6. understand Italian?
7. lift a kryptonite stone?

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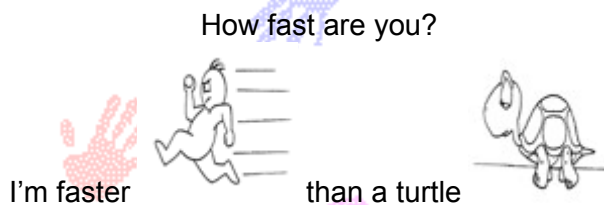
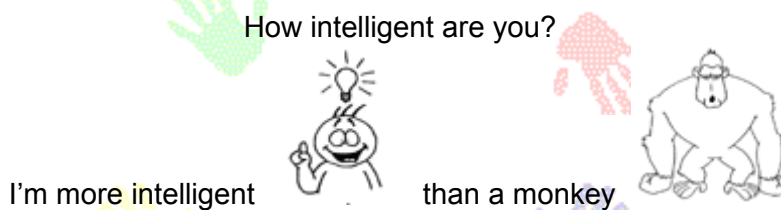
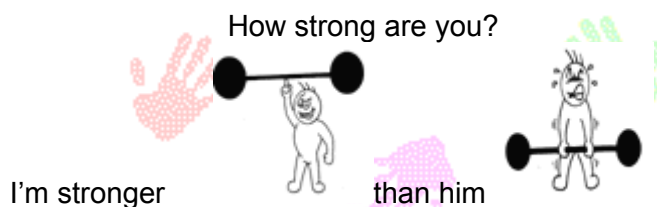


Now write a short composition about Superman with the information got from previous activity.

B

Comparison

1. Take a look at these pictures:

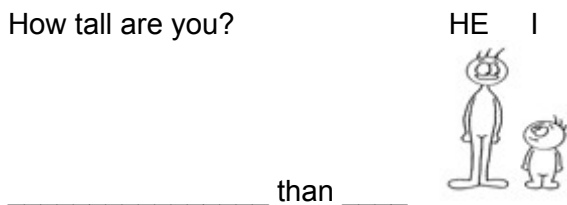


1. Now complete with the information from the transparency:

How handsome are you?



How tall are you?



me
taller
handsome
more
him

Teacher's notes **SESSION 5**

WARM UP

Aim: To present through an attractive activity different concepts that will be necessary for the successful fulfilment of the Speaking game.

Time: 5'

Skills: Speaking, listening & writing

Functions&Grammar: Comparative form

Procedure: Teacher will present a transparency with adjectives so that students form sentences comparing characters (we can find them in magazines, comics, etc as visual support to help pupils). Teacher will ask students attending to mixed ability groups.

PRONUNCIATION

Aim: To mark the correct stress of adjectives and practise with them so that students find no problems during the performance of the Speaking game.

Time: 5'

Skills: Reading, writing, listening & speaking

Functions&Grammar: Stress of adjectives

Procedure: Students will be asked to mark the stress where they think adjectives possess it, then it will be listened the adjectives so that they check what they have written, and finally adjectives will be practised orally after the fulfilment of the speaking. Teacher will attend to diversity when asking students.

SPEAKING

Working in groups

Aim: To practise comparatives through a speaking game which help students to improve their communicative skills and self-confidence.

Time: 20'

Skills: Reading, speaking, listening & writing

Functions&Grammar: Comparative form

Procedure: The class will be divided into six groups of five children with different skills. They will be given a superhero or card and through questions they must find out who is the real hero(who may be a man or a woman). Student 1 will make a question to student 2, who will answer and then ask the same question to student 3, and so on. When student 1 answer last student question they will begin with the new question of student 2 so that all students be the first in asking something new. Teacher will number the members of the group and will give number 1 to a fast finisher, number 2 to an average student, number 3 to a slow learner and so forth. Students will fill in a chart with the information got from questions in order to find out the real superhero. Superhero cards will be design according to the different abilities of students. Teacher will point out students that at the end of the activity three groups will make the speaking in front of the rest of their partners. They will justify that the superhero is real. Teacher will examine groups while they are working in order to note common mistakes and then explain them on the blackboard.

Finally, students will be asked to write a short composition about the real hero and the information get through the game. Slow learners will be provided with short clues for the fulfilment of the activity.

BUILD UP

Aim: To introduce students the formation of adjectives comparatives.

Time: 5'

Skills: Reading & writing

Functions&Grammar: Adjectives comparatives

Procedure: Students will be asked what they notice about the spelling of the comparative endings of *thin* and , *pretty* and *ugly*. They will be explained on the one hand that one-syllable adjectives ending in “vowel + consonant” double final consonant, and, on the other hand that if the adjective ends in “consonant + -y”, -y changes to -i.

GRAMMAR REFLECTION

Pronunciation

Aim: To form comparative form of adjectives

Time: 5'

Skills: Reading & writing

Functions&Grammar: Comparative adjectives

Procedure: Students will be asked to mark the stress where they think adjectives possess it, then it will be listened the adjectives so that they check what they have written, and finally adjectives will be practised orally. Teacher will attend to diversity when asking students.

WORK IN PAIRS

Aim: To correct spelling mistakes related to comparatives.

Time: 5'

Skills: Speaking, listening & writing

Functions&Grammar: Adjectives comparatives (describing people appearance)

Procedure: Students will work in pairs of mixed ability so that they feel able to achieve easily the aim of the activity.

Self-evaluation: Time: 3'

STRONGER

TARZAN'S JANE

MORE

MR HAPPY

MR GRUMPY

HANDSOME

HERCULES

MR MONKEY

MR TURTLE

TOO TALL

TALLER

FASTER

SESSION 5

B**1. Pronunciation**

a) Mark the stress on these adjectives.

↑

Example: interesting

Boring	strong	handsome	good-looking	attractive
Fast	Intelligent	famous	friendly	talented

b) Listen and check your answers

c) Listen again and repeat

2. SPEAKING**Working in groups**

a) Can everybody be a superhero?

b) There are five superheroes but only one of them is a real superhero. Ask and answer questions in order to find out the real hero.

c) Write a short composition about the real superhero. Justify why he is the real superhero.

Example: *The real superhero is...because he is...*

Session 5 **SPEAKING**

C

HEROES AND HEROINES CARDS

WONDER GIRL



STRONG	BUTTER
FAST	TURTLE
INTELLIGENT	TEACHER
HANDSOME	GORILLA
TALL	TABLE

Example:
1-“How strong are you?” 2-“I’m stronger than a tiger”

How

Strong
Fast

...

...

...

you?

I’m

stronger
fast..
t...

int...
more
ha...

than...

Fill in the chart with the information given.

	SUPER GIRL	SUPER MEGA	THE INCREDIBLE S	MEGA F
STRONG				
FAST				
INTELLIGENT				
HANDSOME				
TALL				

B Session 5 SPEAKING



STRONG	MONKEY
FAST	CAMEL
INTELLIGENT	SNAKE
HANDSOME	BOOK
TALL	CHAIR

Example:

1-“How strong are you?” 2-“I’m stronger than a tiger”

Use, if necessary, the models of questions and answers from previous activity

	SUPER GIRL	SUPER MEGA	WONDER GIRL	MEGA F
STRONG				
FAST				
INTELLIGENT				
HANDSOME				
TALL				

A Session 5 SPEAKING **MEGA F**



STRONG	PAPER
FAST	BICYCLE
INTELLIGENT	DOOR
HANDSOME	MONKEY
TALL	BANANA

1-“How ... are you?” 2-“I’m a tiger”

	SUPER GIRL	SUPER MEGA	WONDER GIRL	THE INCREDIBLE S
STRONG				
FAST				
INTELLIGENT				
HANDSOME				
TALL				

Session 5 SPEAKING

SUPER GIRL



STRONG	MOUSE
FAST	CAR
INTELLIGENT	MONKEY
HANDSOME	CHICKEN
TALL	TREE

	SUPER MEGA	THE INCREDI- BLE S	WONDER GIRL	MEGA F
STRONG				
FAST				
INTELLIGENT				
HANDSOME				
TALL				

Session 5 SPEAKING

SUPER MEGA



STRONG	GORILLA
FAST	TRAIN
INTELLIGENT	COMPUTER
HANDSOME	ROMEO
TALL	DOOR

	SUPER GIRL	THE INCREDIBLE S	WONDER GIRL	MEGA F
STRONG				
FAST				
INTELLIGENT				
HANDSOME				
TALL				

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BUILD UP**COMPARISON OF ADJECTIVES**

1. Complete the chart.

*Adjectives with one syllable:*

Strong → Stronger	Long → _____
Tall → Taller	Old → _____
Thin → Thinner	Big → _____

Adjectives with two syllables ending -y

Pretty → Prettier	Ugly → _____
-------------------	--------------

Other adjectives with two syllables or more

Brave → More brave
Famous → More famous
Handsome → _____

ACTIVITIES

1. Write the comparative of these adjectives

ADJECTIVE	COMPARATIVE
Fat	<i>Fatter</i>
Expensive	
Cheap	
Short	
Cheap	
Kind	
Weak	
Young	
Attractive	
Small	
Friendly	
Fast	
Slow	
Gentle	
Nice	
Good-looking	
Dark	
Intelligent	

3. **Work in pairs**



This text has some mistakes. Can you correct them?

WHAT DO YOU THINK ABOUT FASHION?

“Well, people spend too much money on clothes and on their appearance. There are importanter Things in life”

Laura (12)

“Women wear more bright colours, prettier clothes and spend a lot of time to be interestinger and attractiver.”

Rob (13)

“I think some men are more fashionable. My brother John is seventeen years old. He has a trendy haircut He wears expensiver but moure ugly clothes. He spends a lot of time in front of the mirror. However, he knows a lot about fashion!”

John (14)

Teacher's notes **SESSION 6**

WARM UP

Aim: To check points from previous session with a motivating activity with two famous character from Disney
Time: 5'
Skills: Reading, speaking & listening
Functions&Grammar: Comparative adjectives
Procedure: Students have to give qualities to each character with comparative adjectives (we can use pictures from magazines or the internet as visual support). Teacher will attend to diversity when asking students.

WORK IN PAIRS

Aim: To look for different possibilities dealing with comparatives and practise in pairs.
Time: 9'
Skills: Reading, speaking, listening & writing
Functions&Grammar: Comparative sentences
Procedure: Students will work in pairs of mixed ability so that they improve their knowledge. They must write as much possibilities as they can. And answers will be commented in class.

BUILD UP

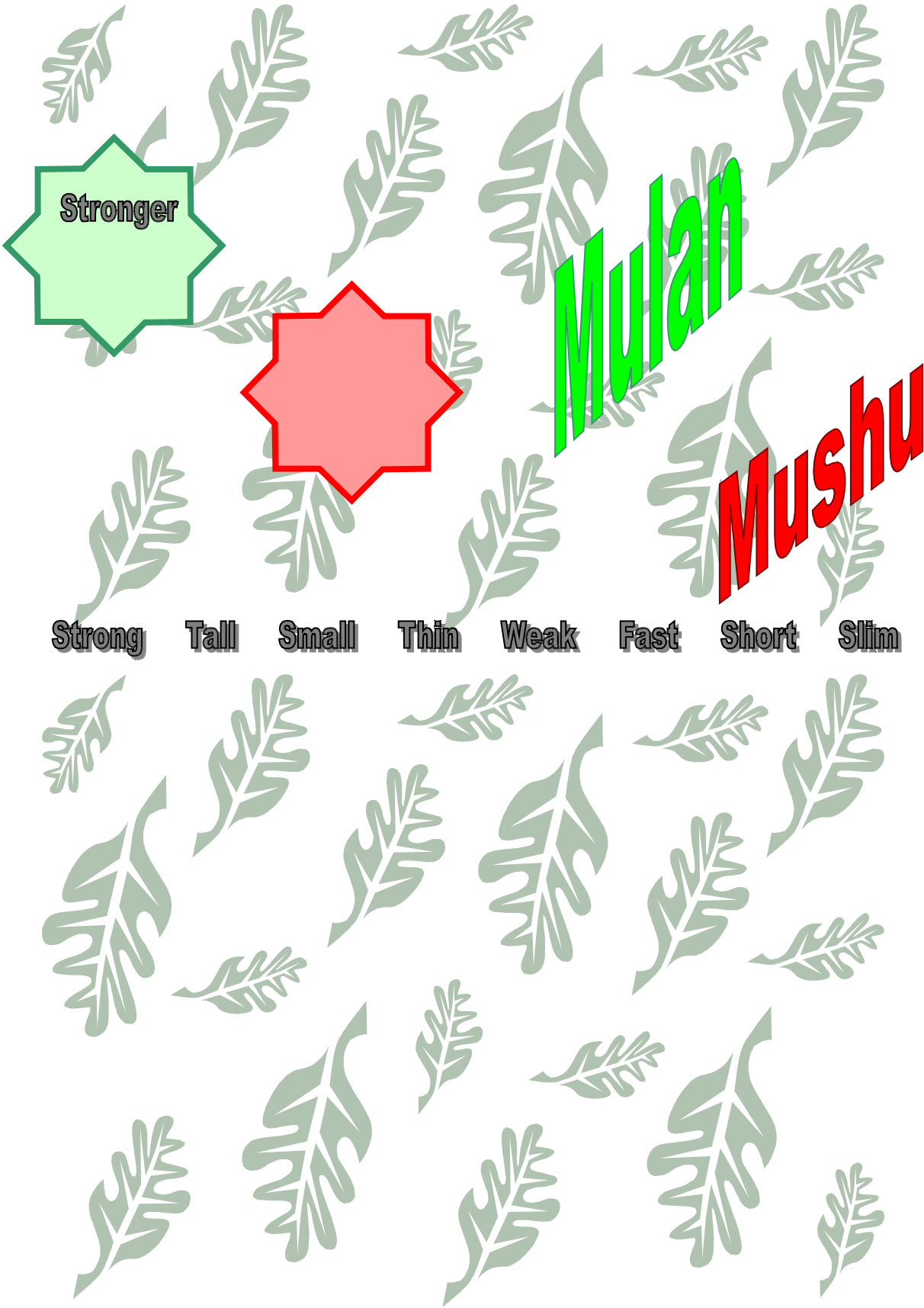
Aim: To make students form comparative sentences.
Time: 5'
Skills: Reading & writing
Functions&Grammar: Comparative sentences
Procedure: Students will have to fill in the chart with information from previous activities

ACTIVITIES

- 1. Aim:** To form comparative sentences
Time: 10'
Skills: Reading & writing
Functions&Grammar: Comparative sentences
Procedure: A learners will be asked to write two questions for each sentence that teacher will correct them personally
- 2. Aim:** To look for differences between two pictures using comparative sentences
Time: 14'
Skills: Speaking & listening
Functions&Grammar: Comparative sentences
Procedure: Teacher will point out students that at the end of the activity two or three couples will make two differences loudly.
Teacher will control students while they are working in order to note main errors that will be explained at the end of the activity. Pairs will be established according to students' abilities
- 3. Aim:** To form comparative sentences using indicated adjectives
Time: 9'
Skills: Reading & writing
Functions&Grammar: Comparative sentences
Procedure: A learners will be asked to write two possible sentences that teacher will correct them personally. C learners will be given the beginning of each sentence if necessary.

--

Self-evaluationTime: 3'



SESSION 6



These opinions are incomplete. Give as many solutions as possible using comparative adjectives.

Fables are
_____ than
novels

Britney Spears
is _____ than
Christina
Aguilera

Miami Sound
Machine is
_____ than the
Spice Girls

Roberto Carlos
is _____ than
Zidane

Classic music is
_____ than
Rock and Roll

fast/long/pretty/short/modern/interesting/old/famous/slow/young

BUILD UP

MAKING COMPARISONS

With the information given in the chart and the previous activity complete the chart.



They____ (old)_____		me
She ____ (slim)_____		Helen
I ____ (intelligent)_____		my sisters
John____(friendly)_____	_____	him
You____(dark)_____		her
It ____ (cheap)_____		that
We____(weak)_____		Mike

ACTIVITIES

1. Write about the pictures



Golden Gate Bridge
1260 metres



Sydney Harbour Bridge
503 metres

a) The Golden Gate Bridge is longer than Sydney Harbour Bridge.



The Vatican City
0.4 km²



San Marino
61 km²

b) _____ (small)



Canada
9 970 610 km²



China
9 556 100 km²

c) _____ (big) _____



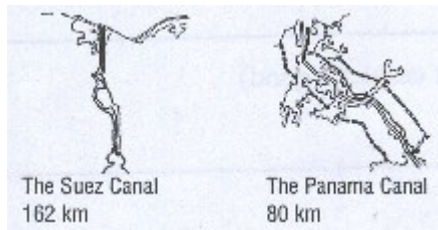
Lockheed SR71
3500 km per hour



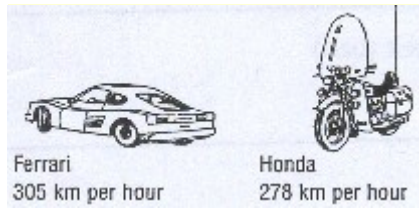
Concorde
2333 km per hour

d) _____ (fast)

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e) _____ (short) _____



f) _____ (slow) _____



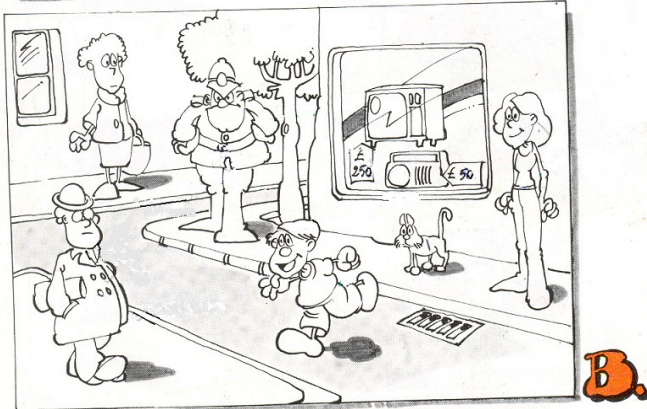
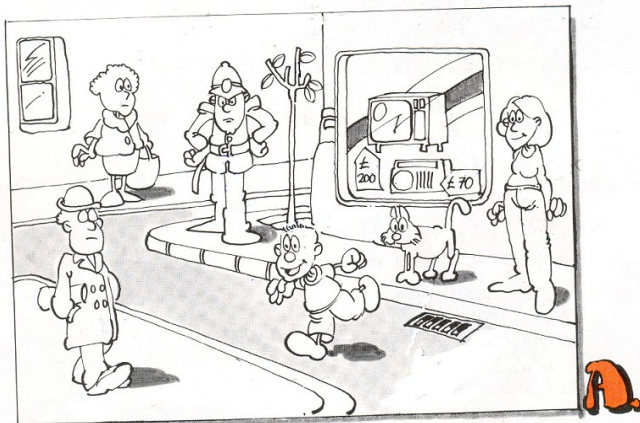
g) _____ (long) _____

Pair work



Spot the differences

There are 9 differences between these two pictures.
Can you find them?



Example: In picture A the man is thinner than in picture B

3. Make sentences using comparison:

Difficult, weak, tall, young, heavy, expensive, dangerous



1. Greek



Jack Nora

2.



William Jane

3.



4.



5.



6.



Rod

Mike

7.

SESSION 7

Teacher's notes

WARM UP (Interdisciplinarity with the History-Geography Department)

Aim: To present students the legend of king Arthur

Time: 5'

Skills: Reading, speaking & listening

Functions&Grammar: Present Simple tense (identifying people)

Procedure: Through a transparency and a picture of the King Arthur's film we will introduce the main characters they are going to work with during this session. Through this activity we will skim students knowledge about the legend of king Arthur. Students will be asked about the characters, if they know them and who they are. The name of the figures but that of Arthur will be hidden at the beginning. After asking students if they know him with the aid of the picture, the names will be discovered to place them with the adequate character.

WRITING

Aim: To prepare students for the realization of a composition about King Arthur

Time: 24'

Skills: Reading, writing, speaking & listening

Functions&Grammar: Describing people & connectors

Procedure: Teacher will ask them to read the text about Merlin and once they have read it to complete an activity of reading comprehension. Then they will pay attention to words underlined on the text, which are connectors they will use to carry out a exercise so that they use them for the final writing about Arthur. Next they will write a composition using the clues given and the connectors learned.

BUILD UP

Aim: To make students able to express likes and dislikes

Time: 5'

Skills: Reading & writing

Funtions&Grammar: Like

Procedure: Students will have to fill in the chart to complete the rule of the verb Like

GRAMMAR REFLECTION

Aim: To practise expressing likes and dislikes

Time: 9'

Skills: Reading, writing, listening & speaking

Functions&Grammar: Like

Procedure: Students will fill in the blanks with the adequate form of verb. Then students will listen to the sentences and will repeat them.

Tape script

Sara: "I like sport, he doesn't like playing the piano"

Mike: "She likes listening to music"

Both: "We don't like playing tennis, we like studying English!"

WRITING

Aim: To write a composition about one self

Time: 14'

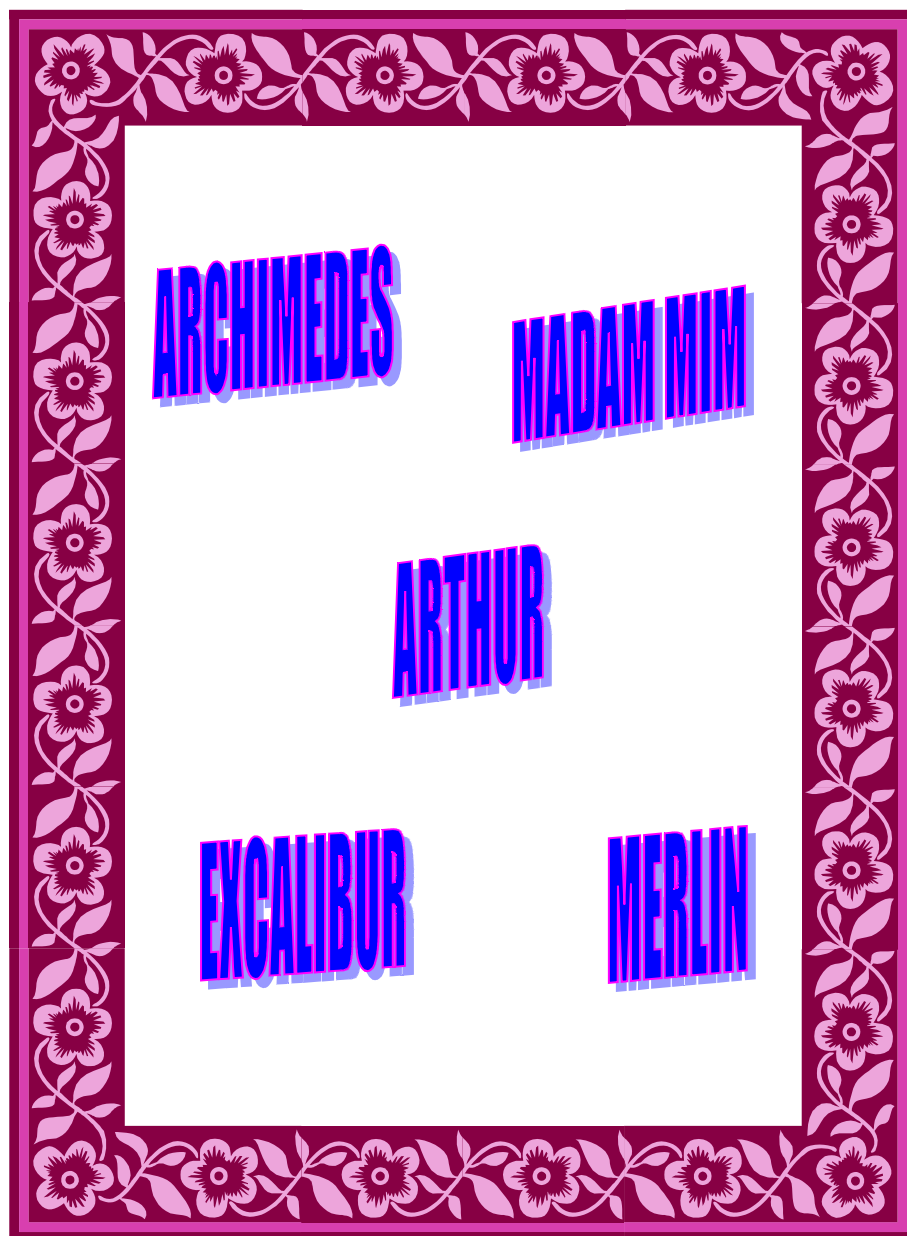
Skills: Reading & writing

Functions&Grammar: Description people using connectors

Procedure: Students will be encouraged for the fulfilment of the activity. It will be pointed out to students who could have problems to do the writing that they can use Arthur and Merlin writings as examples.

Self-evaluation

Time: 3'



SESSION 7

WRITING

1. Who uses these objects?

What are they?



His name is Merlin. He is an old man because he is more than one hundred years old.

Merlin is thin but strong. He has got a long white beard and a white moustache. His eyes are brown but he wears glasses. He has got a blue suit.

Merlin lives in medieval times. He is English and he lives in London, in a small house in the country.

He is a wizard and he can make things move. He can go to the future or to the past and he can transform things and people because he can do a lot of magic.

His best friends are Archimedes, a clever owl, and King Arthur.

Merlin likes the beach a lot. He likes learning

2. Read the text and underline the sentences that are related physical description.

3. Have a look at the words underlined.

4. Put a circle on the correct connector

- a) He lives in Almeria and but/so/because/or he goes to the beach all summers
- b) He passes all his exams *and/but/so/because/or* he is a good student
- c) She doesn't speak English *and/but/so/because/or* she speaks German
- d) He can go to the mountain *and/but/so/because/or* go to the beach

5. Now have a look at these clues.

1. **Name:** Arthur

2. **Physical description** (body, head...)

3. **Personality:** kind, brave, good

4. **Clothes**

5. **Nationality. Home**



LONDON

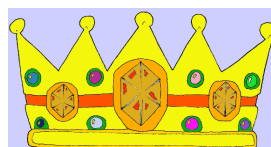


6. **Profession**



He is the one who can.....

so/but?



he.....

(DNI:45585396V)

7. Can/Can't



8. His best friends

9. Arthur likes

 Write a composition about King Arthur following the clues. If it is necessary use your dictionary.

King Arthur and the knights of the Round Table are famous all over the world.

K
I
N
G

A
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H
U
R

BUILD UP

We express likes and dislikes with:

Like + noun

Like + ing form of verb

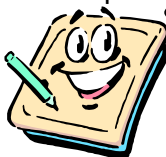
Examples:

I like chocolate

He likes reading comics

LEARN
THIS!

Now complete the chart with the examples above



I you we they	_____ ____n't _____	_____
He she it	_____ ____n't _____	_____

ACTIVITIES

1. Complete the following sentences with the correct form of like.

1. I like sports
2. He _____ (not like) playing the piano.
3. She _____ (like) listening to music
4. We _____ (not like) tennis
5. We _____ (like) studying English



Now listen and practise these sentences

**Writing**

Write a composition about you

Teacher's notes **SESSION 8**

(Interdisciplinarity with the Technology Department)

Teacher will begin the session explaining students that they are going to work on the final task. They will be divided in five groups of six members. Pupils will design their heroes or heroines using figures and shades the teacher will provide them. Every member from each mixed ability group will carry out a particular task.

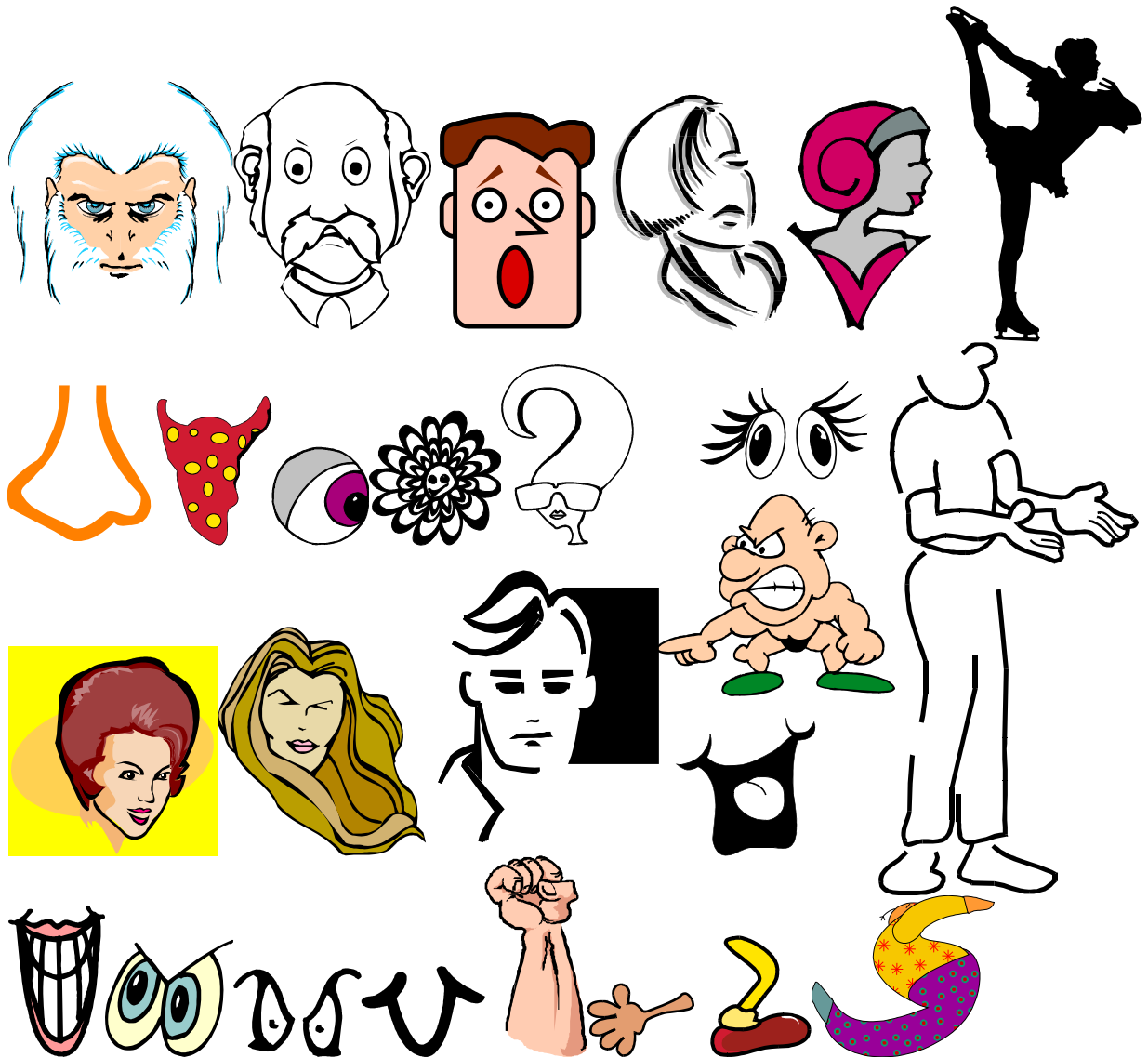
A **C** learner will develop what the hero can and another one what the hero can't do

A **B** learner will describe physical appearance and the other one personality

An **A** learner will develop likes/dislikes and another one the power of the hero.

Students will be given colour pens and thin cardboards

SESSION 8



Teacher's notes **SESSION 9**

In this last session Groups will describe their heroes or heroines. Students will fill in a worksheet about the different heroes and will ask their partners some questions.

Teacher will ask all students to make questions that have been provided in their worksheet to their partners, so that everybody must ask at least once

Finally, it will be chosen among the worksheets the ones that are closer to the hero exposed. They will be hung up in the classroom with the description of the hero or heroine from the group.

GROUP 1



1.Design and colour the hero according to the information get from your partners

2Write what the hero can and can't do, and his/her likes

CAN	CAN'T	LIKES	DISLIKES

3.Ask your partners.

- 1.Is he/ she a good person?
- 2.Where is he/she from?
- 3.Where does he/she live?

4.Who are his/her best friends?

- 5.Does he/she like studying English?
- 6.Can he/she do the homework for me?

GROUP 2



1.Design and colour the hero according to the information get from your partners

2Write what the hero can and can't do, and his/her likes

CAN	CAN'T	LIKES	DISLIKES

3.Ask your partners.

1.Is he/ she a good person?

2.Where is he/she from?

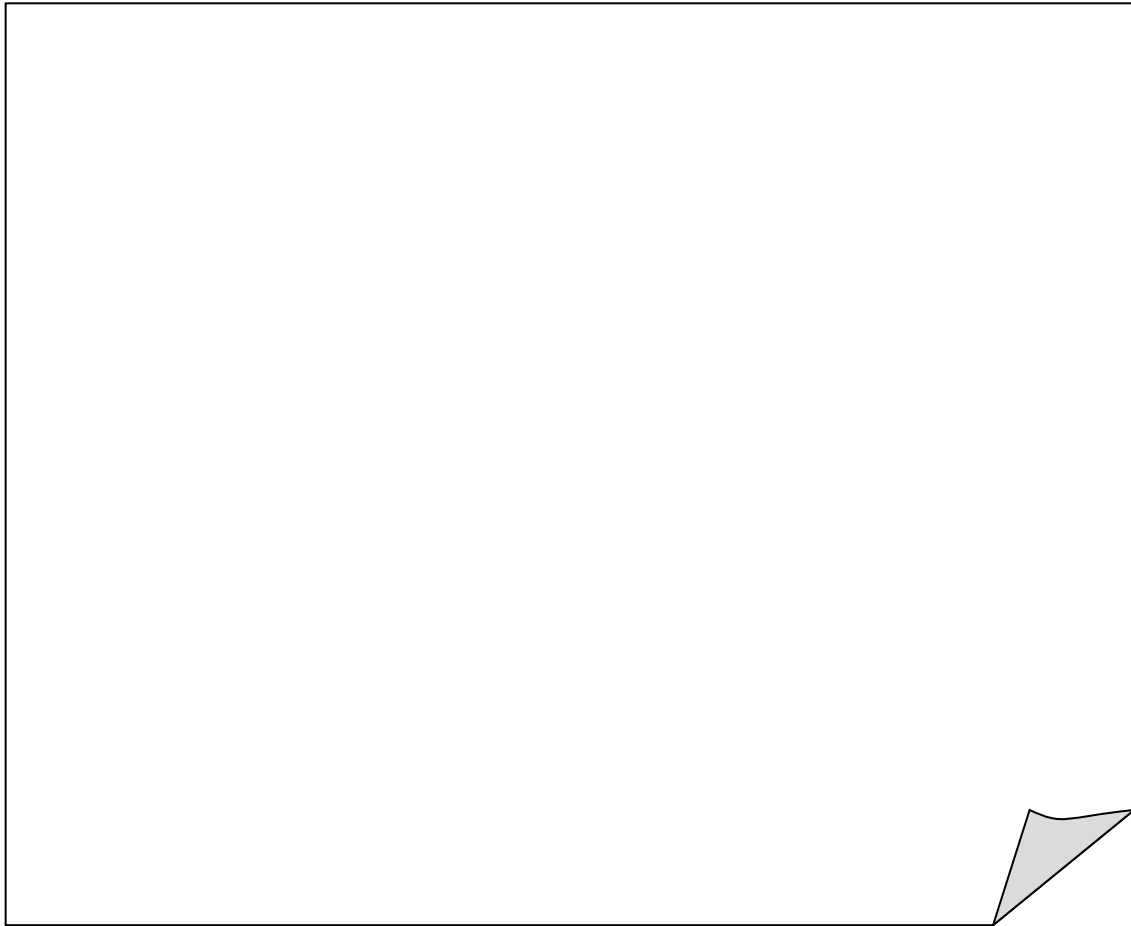
3.Where does he/she live?

4.Who are his/her best friends?

5.Does he/she like studying English?

6.Can he/she do the homework for me?

GROUP 3



1.Design and colour the hero according to the information get from your partners

2Write what the hero can and can't do, and his/her likes

CAN	CAN'T	LIKES	DISLIKES

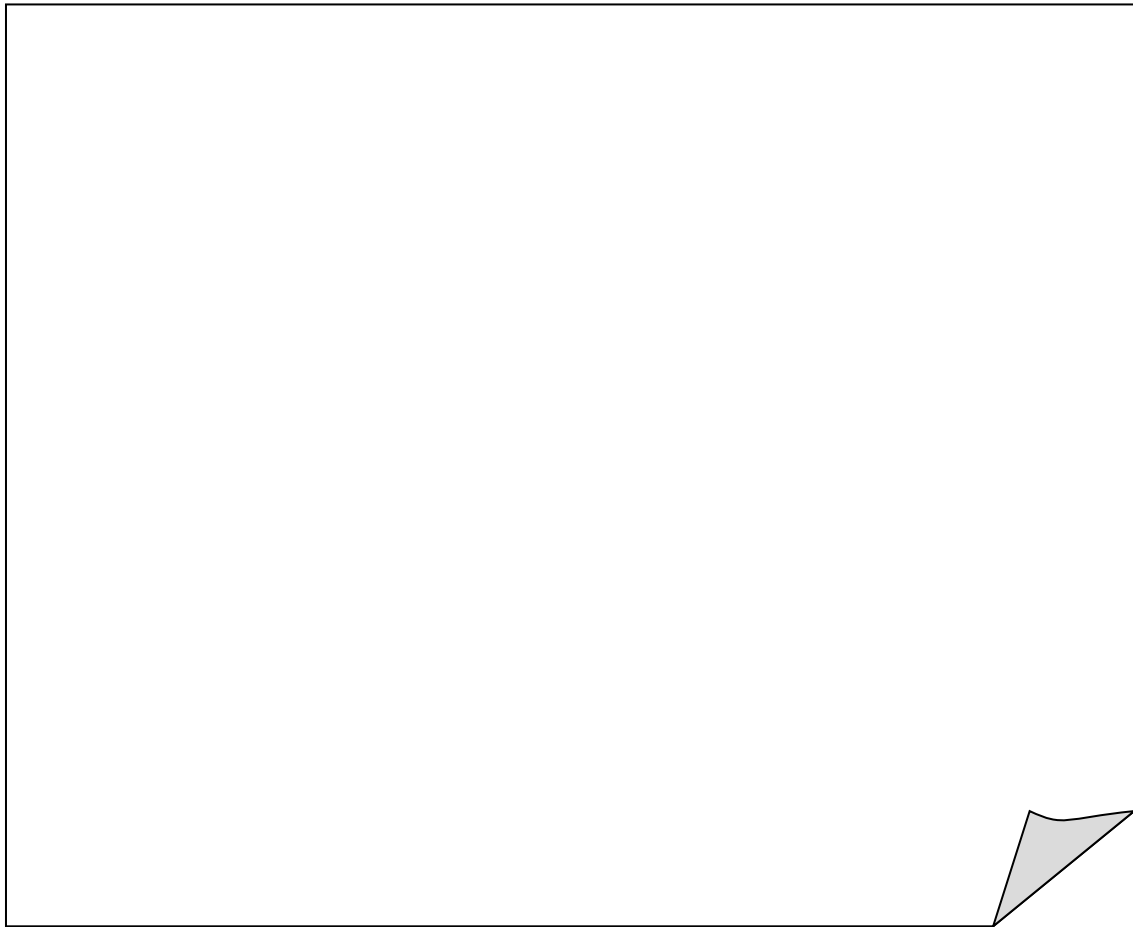
3.Ask your partners.

- 1.Is he/ she a good person?
- 2.Where is he/she from?
- 3.Where does he/she live?

4.Who are his/her best friends?

- 5.Does he/she like studying English?
- 6.Can he/she do the homework for me?

GROUP 4



1.Design and colour the hero according to the information get from your partners

2Write what the hero can and can't do, and his/her likes

CAN	CAN'T	LIKES	DISLIKES

3.Ask your partners.

- 1.Is he/ she a good person?
- 2.Where is he/she from?
- 3.Where does he/she live?

- 4.Who are his/her best friends?
- 5.Does he/she like studying English?
- 6.Can he/she do the homework for me?

GROUP 5



1.Design and colour the hero according to the information get from your partners

2Write what the hero can and can't do, and his/her likes

CAN	CAN'T	LIKES	DISLIKES

3.Ask your partners.

- 1.Is he/ she a good person?
- 2.Where is he/she from?
- 3.Where does he/she live?

- 4.Who are his/her best friends?
- 5.Does he/she like studying English?
- 6.Can he/she do the homework for me?

Previously acquired Knowledge test (Annexe I)

Aim: The main aim of this first activity is to test students' previously acquired knowledge.

Time: 20 minutes

Skills: Listening, Speaking, reading and writing

Functions&Grammar: Revision of Present Simple tense, Adjectives and "Because"

Procedure:

-Previously acquired knowledge(Annexe I):Teacher will read three short speaking and then will provide students the listened texts as a reading. With the transparency of the characters and the texts students will guess whom each text belong to. After that Students will work in pair and each student will answer some comprehensive questions to his/her partner. Teacher will control students and will tell them that two or three pairs will answer some questions on the blackboard. Finally students will write a short composition about Tarzan.

Annexe I

1. Read the following short texts and guess the name of the character of each text.

1

"I am Greek. I am tall, strong and young. I am seventeen years old. I live in Olympus with my parents. My father is a god, his name is Zeus and my mother is the goddess Hera. My best friend is a horse, Pegasus. My name is....."

2

"I am from China. I am strong. I am sixteen years old. My father is old, he is a soldier. We don't like "Hunos" because we don't like bad people. My best friends are Mushu and Cri-kee. My name....."

3

"I am a toy. I am twelve years old. I am a galactic leader. I am brave and small. I am from Gamma Quadrant of Sector Four in the galaxy. My best friend is Woody, a sheriff. He is thirteen years old. I live with Woody and Andy. My....."

2. Work in pairs. Ask your partner the following questions.

STUDENT A

STUDENT B

- a) Who is Woody?
- b) Are Hunos good people?
- c) Who is number one? Why?

- a) Where do Zeus and Hera live?
- b) How old is Woody?
- c) Who is number two? Why?

5. Write a short composition about Tarzan using the following information:

Strong / Fast / 19 years old / Africa / Jane / Mother: gorilla Kala

Annexe II

SELF-EVALUATION SHEET	
UNIT:	
What have we done?	
What did you like?	What didn't you find useful?
What did you find easy?	What did you find difficult?
Linguistic	Non-linguistic
What have you learnt?	
What else would you like to learn about the topic?	
What can we do next?	

Annexe III

I HAVE LEARNT TO	VERY WELL	O.K.	NOT MUCH
Read and understand information about people's description			
Listen and take information about different people's features			
Ask and write questions on the topic			
Describe people's appearance and likes			
Write short compositions about people and about him/herself			
Look for information and exchange opinions, if necessary, about other cultures			

Annexe IV

Final assessment test

1. Read the following dialogue

My name is Jane! And do you know where I live?
It is a famous city from England!
No, it is not London...ok! I live in.....Manchester! Right!
I am a dancer and I like dancing very much!
I have got a brother, Mike, and a sister, Marianne.
They don't like dancing but they love sports!
Marianne is short, she has got long blond hair and big blue eyes! She is very pretty. She can speak English, Spanish and German. She is more intelligent than me! She is incredible!
My brother Mike is good-looking. He has got long brown hair. He is stronger than my father! He can run very fast! I can't run very fast!
They are my family and I love them!

- **Ask your partner the following questions:**

STUDENT 1

- a) Where does Jane live?
- b) What does Mike look like?
- c) What can Marianne do?
- d) What do they like?
- e) Is Jane more intelligent than Marianne? Why?

STUDENT 2

- a) Where is Manchester from?
- b) What does Marianne look like?
- c) What can Mike do?
- d) What does Jane do?
- e) Is Jane stronger than her brother? Why?

- **Write a short composition about a member of your family. Write about his/her:**

- Physical appearance
- Abilities
- Likes and dislikes

Annexe V**Session 1****A**

c) Write a sentence about:

Hero's hair

Hero's eyes

Heroine's hair

Heroine's eyes

d) Comprehensive reading

True or false? Correct the false sentences.

1. John Smith is William's favourite hero
2. Jane is tall and thin
3. John Smith is Jane's boyfriend
4. John Smith and Pocahontas are young

WORDPOWER

Add these words to the list below. Use your dictionary if necessary. Some words may fit into more than one column.

pretty handsome tall fat dark short blue good-looking
 plain Medium-height thin blond long brown ugly slim
 bald gentle green grey brave kind friendly big small

General appearance	Body	Hair	Eyes	Personality
Good-looking	Tall	Long	Big	Gentle

(DNI:45585396V)

Session1**C**

c) Find out in the text what Jane and William say about:

Hero's hair

Hero's eyes

Heroine's hair

Heroine's eyes

d) Comprehensive reading

Choose the correct sentences

1. John Smith is...
a) William's favourite hero b) Jane's favourite hero
2. Jane is
a) tall and thin b) tall and slim
3. John Smith is
a) Jane's boyfriend b) Pocahontas' boyfriend
4. John Smith and Pocahontas
a) are young b) aren't young

WORDPOWER

Add these words to the list below. Use your dictionary if necessary. Some words may fit into more than one column.

pretty handsome tall fat dark short blue good-looking
plain Medium-height thin blond long brown ugly slim
bald gentle green grey brave kind friendly big small

General appearance	Body	Hair	Eyes	Personality
Good-looking	Tall	Long	Big	Gentle

Session2**A****1.THE SECRET FAMOUS PERSON**

1.Complete the paragraph. Use **have got** or the correct form of the verb **to be**.

I am a young man. I _____ short and dark hair.

I _____ tall. I _____ brown eyes. I _____ Spanish. I _____ a brother and a sister. My mum and dad _____ famous. My dad is a famous singer. I _____ a singer, too. My name starts with the letter E.

2.Who is this mystery person?



Now listen to him ♪

BUILD UP

1.Look at the sentence to complete this chart.

Has she got a big horse? No, she hasn't
Have you got...? Yes, I...

LEARN
THIS!



Have	I you _____ they		
_____	he _____ it	_____	a _____ horse?

Yes,	I _____	_____
	we they	_____
	he she it	_____
No,	_____	_____n't
	you we they	_____
	he she _____	_____

Session 2**C****1. THE SECRET FAMOUS PERSON**1. Choose the correct sentence, *a* or *b*.

- 1) a. I am a young man b. I have got a young man
 2) a. I am short and dark hair. b. I have got short and dark hair
 3) a. I have got tall. b. I am tall

Now complete the rest of the sentences

- 4) I _____ brown eyes.
 5) I _____ Spanish.
 6) I _____ a brother and a sister.
 7) My mum and dad _____ famous. My dad is a famous singer.
 8) I _____ a singer, too. My name starts with the letter E.

2. Who is this mystery person?



Now listen to him ♪

BUILD UP

1.Look at the sentence to complete this chart.

Has she got a big horse? No, she hasn't
Have you got...? Yes, I...



Have	I you _____ they	_____	a _____ horse?
_____	he _____ it	_____	

Yes,	I _____ we they	_____
	he she it	_____
No,	_____ you we they	_____n't
	he she _____	_____

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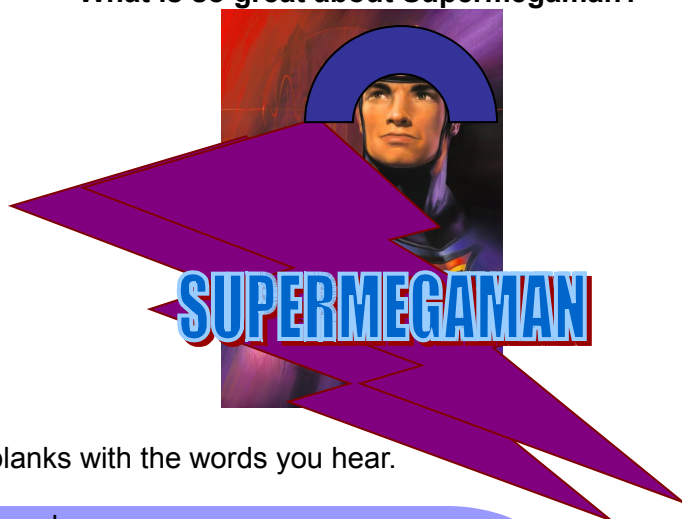
Session 3**A****LISTENING**

1. Look at these words.

a) Underline the words that you hear.

Great	Need	Homework	Lift
Can	can't	Sleep	Stay
Play	Piano	Strong	Run
Hands	Stop	Hello	Bye

b) A student from your school is interviewing the superhero SUPERMEGAMAN, Superman's best friend. Listen to the interview.

What is so great about Supermegaman?

2. a) Fill in the blanks with the words you hear.

1. I can lift a _____ lorry

2. I can do it with my _____ because I'm very _____

3. And I can stay _____ all day to _____ people in danger

4. What's so _____ about Supermegaman?

5. The things he _____ we don't _____

b) True or false? Correct the false sentences

TRUE FALSE

Supermegaman isn't a superhero		
He is strong and brave		
Supermegaman can't run at the light of the speed		
He is very slow		
He can stop a train with his feet		
Supermegaman can't play the piano		
He can't sing		
He can do the homework for me		

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Session 3

C

**LISTENING**

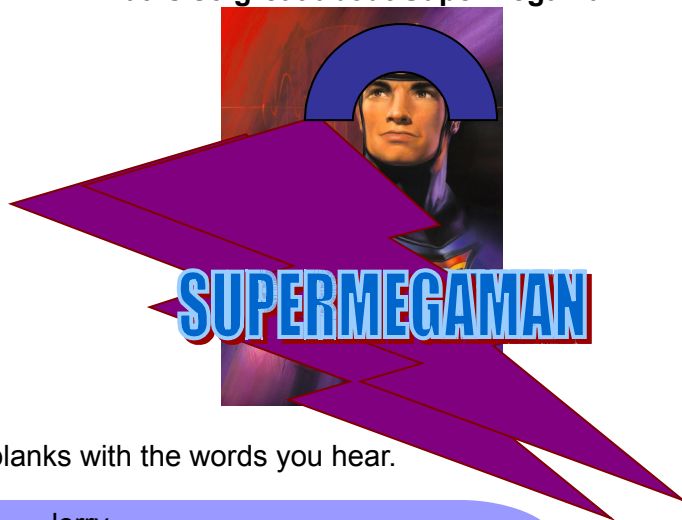
1. Look at these words.

a) Underline the words that you listen.

Great	Need	Homework	Lift
Can	can't	Sleep	Stay
Play	Piano	Strong	Run
Hands	Stop	Hello	Bye

b) A student from your school is interviewing the superhero SUPERMEGAMAN, Superman's best friend. Listen to the interview.

What is so great about Supermegaman?



2. a) Fill in the blanks with the words you hear.

1. I can lift a _____ lorry
2. I can do it with my _____ because I'm very _____
3. And I can stay _____ all day to _____ people in danger
4. What's so _____ about Supermegaman?
5. The things he _____ we don't _____

strong
hands
great
help
heavy
awake
need

b) True or false?

	TRUE	FALSE
Supermegaman isn't a superhero		
He is strong and brave		
Supermegaman can't run at the light of the speed		X
He is very slow		
He can stop a train with his feet		
Supermegaman can't play the piano	√	
He can't sing		
He can do the homework for me		

(DNI:45585396V)

Session 4**C****PAIRWORK**

1. Do you remember what Catwoman can and can't do? Work in pairs and draw a happy face in the things she can, can't or we don't know if she can do.

	CAN	CAN'T	DON'T KNOW
Sing	☺		
Play the piano			
Sleep			
Stay awake all day			
Climb a mountain			
Play the guitar			
Run fast			
Stop a train			
Do the homework for me			

**3. LISTENING**

Now take a look at this.

Can he dance? /kæn/
Yes, he can. /kæn/

Can she run? /kæn/
Yes, she can. /kæn/

Can he sky? /kæn/
No, he can't. /ka:nt/

Can she fly? /kæn/
No, she can't. /ka:nt/



Listen and practise these sentences 🎵

BUILD UP

1. Look at these sentences:

Can do the homework for me? Yes, he can

Can't you? No, I can't

2. Now use these words to complete the chart.

Dance

see

hear

can

can't



	I	
_____	_____	_____?
_____	_____	_____?
_____	_____	_____?
	they	

Yes,	_____	_____

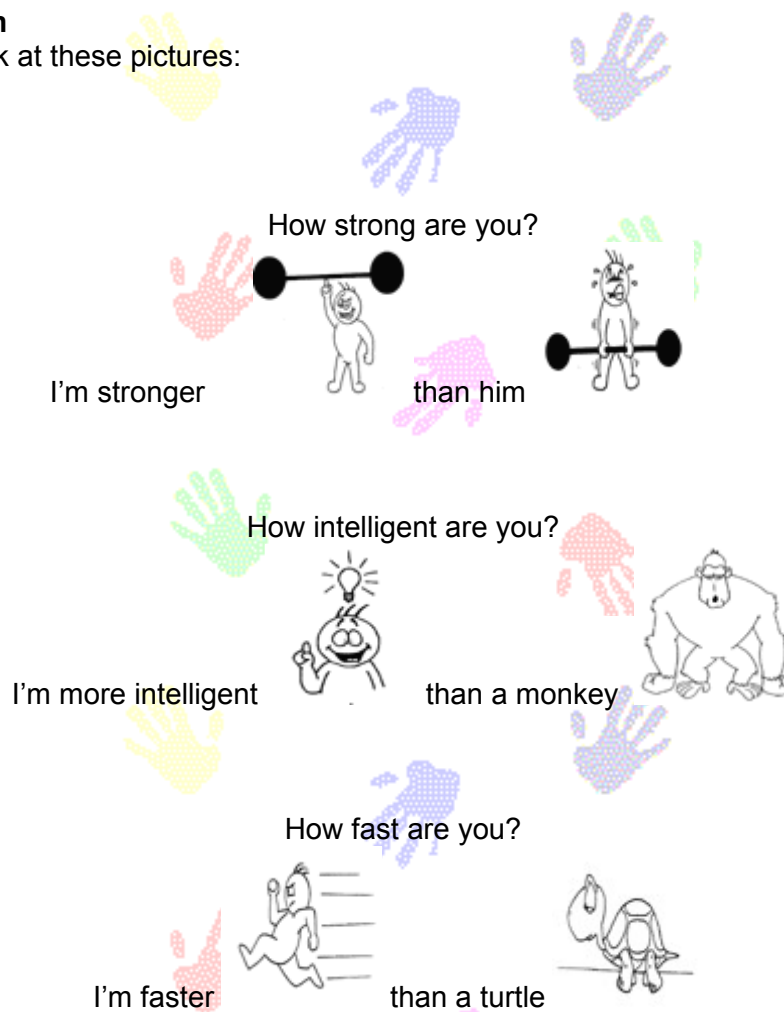
No,	_____	_____

Session 4

A

Comparison

1. Take a look at these pictures:



1. Now complete with the information get from the pictures above

How handsome are you? I HE



me
taller
handsome
more
him

How tall are you?

HE I



Session 5

A



1. Pronunciation

a) Mark the stress on these adjectives.

Example: interesting

Boring

strong

handsome

good-looking

attractive

Fast

Intelligent

famous

friendly

talented

b) Listen and check your answers

c) Listen again and repeat

SPEAKING



Working in groups



a) Can everybody be a superhero?

b) There are five superheroes but only one of them is a real superhero. Ask and answer questions in order to find out the real hero.

c) Write a short composition about the real superhero. Justify why he is the real superhero.

Example: *The real superhero is...*

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